

Instructional Walkthrough Report

SY 2022-2023

Instructional Walkthrough Overview

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional design and implementation of this design with consistency and fidelity at the classroom level required to deliver high quality instruction to all students. Instructional Walkthroughs assessed program performance across three domains: 1) Overall Management; 2) Instructional Delivery; and 3) Conditions for Learning. Taken together, the three domains encompass key instructional expectations that are required to ensure effective instruction that facilitates meeting the program’s contract requirements with The School District of Philadelphia, as well as applicable federal, state and local laws.

Instructional Walkthroughs are one part of the School District’s three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Instructional Walkthroughs, Operational Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. This report summarizes the program’s performance for each of the three domains reviewed during the Instructional Walkthrough. Each domain has been considered, in terms of key indicators for the domain area, and were rated by the walkthrough team on a four-point scale. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Instructional Walkthrough, interviews with key stakeholders, and observations in the classrooms.

Walkthrough Date: February 9, 2023

Contract Term: FY2023 – FY2027

General Information

Program Mission: *The mission of One Bright Ray Community High School is to provide a quality education to urban, over-aged and under-credited students in search of a positive school experience while earning their high school diploma. We challenge each student to explore his/her personal and academic potential through our accelerated Project Based curriculum and respectful relationships.*

Program Leadership:

Marcus A Delgado <i>Chief Executive Officer</i>	Anna Duvivier <i>Chief Operating Officer</i>	Joycet Velasquez <i>Chief Academic Officer</i>
Monica Hawk <i>Director, Curriculum and Instruction</i>	Nancy Ruiz <i>Principal</i>	

Walkthrough Review Team:

DawnLynne Kacer <i>Executive Director, Opportunity Network</i>	Daniel Turner <i>Director of Instructional Resources, Opportunity Network</i>	Bret Botwinis-Zaba <i>Special Education Case Manager</i>
Amy McCourt <i>Multilingual Manager, Multilingual Curriculum and Programs</i>	Charla Hill <i>Student Transition Liaison, Transition Services</i>	Marc Johnson <i>College and Career Readiness Manager, Postsecondary Readiness</i>

Program Overview

The following is a brief description and summary of different aspects of the Opportunity Network program. These descriptions were shared by the programs prior to the walkthrough and informed by observations as part of the formal Instructional Walkthroughs.

Daily Structure

Program Snapshot

Enrollment	296 (as of April '23)
Instructional Model	Direct Instruction

Daily Student Schedule

Full Day	8:15am – 3:40pm
Half Day	8:15am – 12:00pm

Course Frequency

Core Courses	Once a day (or 5 times a week)
Keystone Courses	Twice a day (or 10 times a week)

Class Duration

Full Days	65 minutes
Wednesdays	35 minutes

Number of Classes

Number of Courses Students Can Take	5 classes, or 4 credits if enrolled in Keystone courses.
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School Culture

Students participate in Community Building twice a week during OBR Seminar class for 35 minutes.

Core Curriculum Resources

Math	Sawas
English	Sawas
Science	OBR developed
History	OBR developed

Student Supports

Achieve 3000 Literacy	Intervention Period
Achieve 3000 Math	✓ Co-Teaching/Push-In Support
✓ Small Group Instruction	✓ Community/External Partners (ex: ELECT, etc.)

Additional Supports:

The school also has an Engagement Support Team (EST) that supports students that may need to re-engage or get support with attendance. Additionally, ELD faculty on a rotating schedule support students with English Language needs.

College & Career Readiness

✓ Service Learning Opportunities	<u>Certifications Offered</u> <ul style="list-style-type: none"> • OSHA-10 Certification • CPR Certification Others based on student interest areas
✓ Internship Program	
✓ 1-on-1 Career Counseling	

Additional/Other Certification Opportunities:

The program works with PYN to offer students paid internship opportunities.

Culture of Academic Success

- ✓ Honor Roll
- ✓ Public Recognition
- ✓ Restorative Practices

Additional/Other Academic Success

The program has also created the "Phoenix Room" a space where students can receive academic, social-emotional, post-secondary, and internship support during lunch periods.

Summary of Program Areas of Strength

Below are short descriptions of areas where the program has shown sustained strength, as informed by the school visit, student and staff interviews, and a review of the provided artifacts.

- Warm and Welcoming Environment**
 All students were greeted by adults both at the start of the day as students walked into school as well as when they entered their classrooms, and there was clear evidence of strong student/staff relationship building.
- Teachers' Interest in their Students**
 There was observed evidence teachers take a high level of interest in their students, both asking them questions about how they were doing, but also demonstrating an awareness of when they were taking academic risks. For example, one student was warmly celebrated after volunteering to read a passage for the class (which was a challenge for the student).
- Enforcement of School Norms**
 Consistent evidence of awareness and upholding the school norms (cell phones were not observed, students followed the system for the bathroom/leaving class, and classroom-level routines for materials management) which contributed to a learning environment that supported student engagement.
- Awareness of Conditions**
 Teachers were very aware of the conditions in their classroom, demonstrated by frequent circulation within the classrooms, and often times effectively addressed unexpected circumstances.
- Strong Modeling**
 Modeling was consistent, namely with how to complete tasks, modeling of the thinking process/skills, and the use of gradual release.

Performance Summary- All Domains

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2022-2023 Instructional Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

Domains	Program Performance	Total Possible	Average Rating	Category
Domain I: Overall Management (Page 4)	14	20	2.8	Expectations Met <i>(SY2021-2022: Expectations Met)</i>
Domain II: Instructional Delivery (Page 6)	18	28	2.6	Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i>
Domain III: Conditions for Learning (Page 8)	20	28	2.9	Expectations Met <i>(SY2021-2022: Expectations Met)</i>
Total	52	76	Overall Percentage: 68%	

Domain 1: Overall Management

Management for a Safe and Educationally Supportive Environment	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
1. Program Environment Maintains a school environment where students feel welcome and invited.		Expectations Met (SY2021-2022: ▼ Exceeding Expectations)
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met (SY2021-2022: ▼ Exceeding Expectations)
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Expectations Met (SY2021-2022: ▼ Exceeding Expectations)
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.	This standard was not consistently observed across classrooms. For example, when students were not following rules, some teachers chose to focus on the students who were participating instead of addressing those that were off task. Positive narration and circulation were observed in some rooms, while in other rooms no feedback, positive or negative, was shared with students.	Nearing Expectations (SY2021-2022: ▼ Expectations Met)
5. Awareness of Conditions Teachers display an awareness of conditions.		Expectations Met (SY2021-2022: Expectations Met)

Observation Summary

The program has created a safe and welcoming environment for students, which is not only present in the classrooms but in the shared community spaces as well. For example, the hallways were decorated with student work as well as staff and student pictures and there was a staff and student basketball game during lunch. Teachers worked to make sure that students were in class as much as possible (calling the office when a student was out for the bathroom for a long time) and preparing makeup work when they were out. Teachers showed flexibility and an awareness of the school community and their classrooms. One opportunity for improvement comes with the acknowledgment of students who are on task, and the redirection of those who aren't engaged (something that wasn't consistent across classrooms).

Opportunities for Growth

1. Standard 4: Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide.

The program should provide professional development and coaching for staff on how to address students who are not following the school-wide and/or classroom rules, as well as how to positively acknowledge students who are working/on task in a productive way.

Consider the strategy of narrating the positive to acknowledge positive behaviors. For redirection, it may be helpful to present staff with a spectrum of strategies that they can choose from depending on the situation, ranging from non-invasive strategies such as a whole group reminder, to the more personalized such as a pull-out conversation in the hallway or a consequence, including those that are restoration-oriented to benefit the school or classroom as a whole.

Domain 2: Instructional Delivery

Components of Effective Instruction	Observation Notes <i>(notes are provided for standards rated Nearing or Did Not Meet Expectations)</i>	Performance Rating
1. Instructional Modeling Teachers model the thinking and learning process.		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
2. Curriculum Relevance Teachers make the curriculum relevant for their students.	<p>Teachers were not consistent in making the content relevant for their students; there were many missed opportunities to connect the lesson concept to the outside world. In Chemistry class, however, the relevancy of their lesson was strong; the teacher was able to connect the presence of ions/electrolytes to sports and exercise and the need for sports drinks to have electrolytes. Connections like that were not made in other lessons, where students needed to find that connection on their own.</p>	<p>Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i></p>
3. Curriculum Rigor The program ensures all lessons are rigorous.		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.		<p>Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i></p>
5. Classroom and Instructional Data Evidence of data is visible.		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
6. Teacher Questioning Teachers question all students with the same frequency.	<p>The majority of questions observed were to the whole group, and there was an absence of non-volunteer responses. Teachers were not utilizing questioning techniques that would allow the teacher to better control who is responding to the questions which therefore did not result in inclusion of all students in the responses and checks for understanding.</p>	<p>Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i></p>
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.	<p>Many questions observed were to check for basic understanding of the Direct Instruction, and the questions were not open-ended. An exception here was in the English 3 classroom where the teacher asked several why questions and asked students to provide evidence, in most other classrooms the teacher was providing the why or supporting evidence instead of students.</p>	<p>Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i></p>

Observation Summary

The program has created conditions for instructional delivery where students are supported with clear modeling as well as grade-level rigor in almost all classrooms. The lessons also contained a variety of different activities that engaged students and had them working hard with the material. These lessons are also informed by data, collected either in the moment by teachers scanning or collecting student responses, and then making appropriate lesson adjustments. There are opportunities to improve both in the explicit connections that teachers make between the content and students' lived experiences, as well as in the questioning techniques and the types of questions asked (asking higher-order questions of more students).

Opportunities for Growth

1. Standard 2: Teachers make the curriculum relevant for their students.

The program should provide professional development and coaching for teachers, as well as lesson planning support, in how to make their lessons relevant for students.

Consider utilizing strategies like incorporating more student choice, making explicit connections between the content and the benefit it can bring to their lives, or asking students to name the connection themselves. Finding relevance in the content is a key part of investment, and has shown to be of particular benefit to older learners.

2. Standard 6: Teachers question all students with the same frequency.

The program should provide professional development and coaching for teachers on different questioning techniques which push all students to grapple with the problem and allow the teacher to control who responds to the questions.

This may include more cold calling or other systems (names on popsicle sticks, etc.) that allow the teacher to choose who responds (and not just take volunteers). Being creative with this also increases student engagement by making them more observant of the process by which they may be selected as well as having an interest in being prepared for when they are selected. In addition, there may be different structures like think/pair/share or the inclusion of more wait time with cueing that will encourage more student voice and increased participation.

3. Standard 7: Teachers ask all students questions at different levels of cognitive complexity.

The program should provide professional development, as well as planning support, for teachers to ask more questions of cognitive complexity.

This may include asking different questions or shifting the teacher's question to push students to provide evidence or explain their thinking. Questions can and should build within the lesson to reach levels of higher-order thinking but each lesson should include a range of questions including those that are open ended with nested prompts so that student responses are supported to demonstrate their critical thinking.

Domain 3: Conditions for Learning

Establishing Conditions Necessary for Learning	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
<p>1. Non-Engagement Teachers are aware of non-engagement in their classrooms.</p>	<p>Teacher awareness varied based on where in the lesson the class was and in which periods of the day. This ranged from times when there was no non-engagement to be aware of, but when students did go off task, at times teachers focused on the students engaged (instead of working to re-engage those no longer engaged) ignoring a significant portion of the class (up to 40%).</p>	<p>Nearing Expectations (SY2021-2022: ▼ <i>Expectations Met</i>)</p>
<p>2. Engagement Strategies Teachers use a variety of engagement strategies.</p>		<p>Exceeding Expectations (SY2021-2022: <i>Exceeding Expectations</i>)</p>
<p>3. Student Engagement Students appear to be engaged in the lesson.</p>		<p>Expectations Met (SY2021-2022: <i>Expectations Met</i>)</p>
<p>4. Peer Interactions Students are interacting appropriately with other students.</p>		<p>Expectations Met (SY2021-2022: <i>Expectations Met</i>)</p>
<p>5. Teacher Interest Teachers demonstrate a clear interest in their students.</p>		<p>Exceeding Expectations (SY2021-2022: ▲ <i>Expectations Met</i>)</p>
<p>6. Student Responsiveness Students are appropriately responsive to teacher interactions.</p>		<p>Expectations Met (SY2021-2022: <i>Expectations Met</i>)</p>
<p>7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.</p>	<p>In terms of student engagement, there was evidence of moving intentionally to use the Chromebooks less and to include multiple opportunities for student participation and student voice. However, these opportunities did not always engage all students or create opportunities for students to engage in small groups or pair-share (student-to-student engagement as a strong cognitive engagement strategy).</p> <p>With regards to relevancy, there were some missed opportunities for connecting lessons to student experiences (such as the Math and English 3 lessons). The text used in ELA 3 had the potential to build relevancy, and students were tasked to pull out text-based evidence, but this should have gone further to connect to sources outside the text.</p>	<p>Nearing Expectations (SY2021-2022: ▼ <i>Expectations Met</i>)</p>

Observation Summary

The program has created many of the conditions required for learning and does so through relationships and understanding for students. Teachers asked many open-ended questions about students and showed a genuine interest in getting to know them. These relationships allowed for students to take correction of their responses appropriately and to work well with one another. Even when things were high energy in the classroom, students remained appropriate in their interactions. The teachers provided students with a variety of activities, some utilizing the Chromebook but many not, and this resulted in the most students engaged in class. There is an opportunity for improvement in the way that teachers address students who are off task and not participating, as well as room for improvement in the changes driven by the school-wide focus areas.

Opportunities for Growth

1. Standard 1: Teachers are aware of non-engagement.

The program should provide professional development on how to monitor and encourage student engagement, as well as strategies for addressing when students are disengaged.

This professional development can have multiple stages, first some monitoring strategies (like circulating and scanning) as well as crafting lesson activities and structures that encourage visible student engagement (such as whiteboards, having all students first answer in writing, annotating while reading, etc.). This PD should also focus on how to strategically provide redirection or support for students who may become distracted or may need additional support to complete a task and engage in grade-level work.

2. Standard 7: There is evidence of the school-wide focus in the classroom.

The program should utilize a data-driven decision making process to determine their next areas of focus, and clearly define how they will measure its success.

This clarity will help the program to both design the professional development to support the school-wide focus, but also allow for the leadership to gauge progress and outcomes of their work in a transparent way. Connecting the school-wide focal areas to student and program data will also support annual school plans for improvement and therefore, connect to program level goals.